

Teaching and Learning Policy



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| Date of last review | November 2021 |
| Date of next Review | November 2022 |
| School staff / team responsible for policy | SLT |
| Designated teacher | Pauline Crowhurst Joe Endersby |
| Designated Governors/committee | S&C committee |
| This policy has been impact assessed in order to ensure that it does not have an adverse effect on race, gender or disability equality | |

Our Vision

At Stocks Green School every child can aspire to be the best that they can be.

We aim for children to develop a lifelong love of learning and thrive in a nurturing environment, centred on independence and self-motivation.

We promote learning opportunities that enable pupils to be:

Reflective, resilient independent learners

Responsible, respectful citizens who are aware of British Values and different cultures in our country and the wider world.

Creative, analytical thinkers who are open-minded and well prepared for future challenges

Aware of how to be fit and healthy

Our Aims:

Teaching and learning involves all stakeholders.

The minimum expectation (Ofsted) for the quality of provision in each class is 'good'. Management action including coaching and individual support is offered to staff working below this level of provision.

We encourage and foster continual professional development and a proactive attitude towards personal learning in our staff, in order to adapt to the progression and challenges in delivering the curriculum.

We share expertise both within our staff team and across the Tonbridge Village Collaboration in order to provide high quality learning experiences that lead to consistently high levels of pupil achievement.

Continued and sustained school improvement is dependent upon developing and maintaining the quality of teaching and learning that is taking place on a daily basis in our classrooms.

Our staff aim to provide:

- An effective working environment at all times, in which each child can achieve his or her maximum potential.
- A welcoming environment, in which courtesy, kindness and respect are fostered
- Positive role models.

- A fair and disciplined environment, in line with the school's Behaviour policy.
- Purposeful and informative planning and assessment in line with the school's assessment/marking policy.
- Effective management of their professional time.
- Meaningful, purposeful tasks, related to the National Curriculum and Early Learning Goals.
- An ethos of celebrating pupils' success and achievements.
- Up to date methods and teaching by attending appropriate INSET, training and support in order to ensure a high level of professional expertise.
- A positive relationship with parents with the shared intention of providing the best support, teaching and learning for all pupils.

Part 1

Lessons

All lessons have specific clear Learning Objectives.

- All learning objectives are written on the IWB in child friendly language.
- These are established, prior to the lesson by the teacher.
- Children either, write the learning objective in their book or it is stuck in on a label.
- When marking children's work, the main focus is on meeting the learning objective/success criteria.

All lessons have well planned success criteria.

- All pupils are clear about how they will achieve the learning objective.
- Success criteria are displayed for the children to follow during the lesson
- Weekly planning includes success criteria for each learning objective.
- Children can use the success criteria to self-assess their own or their partner's work.
- Children are reminded of the success criteria during the lesson - often children's work is used to illustrate the success criteria in action.

All lessons are clearly differentiated to enable all pupils to access learning at different levels according to ability.

- All learners are challenged appropriately.
- Planning shows clear differentiation/progression in skills that is linked to data and pupil's learning needs.
- Differentiation will vary - the children sometimes will work in ability groups; mixed ability groups or independently on a progressive tasks.

All pupils are encouraged to be actively engaged in learning.

- Pupils are actively engaged during all parts of the lesson - teachers take into account learning styles and children's concentration span and ensure pupils are not sitting passively for long periods during lessons.
- Opportunities to share information and discussions with a Talk Partner are regular features in all lessons.
- Mini whiteboards are used for short bursts of activity, to develop understanding and to ensure children are active and engaged during the lesson.
- Recording information in books is essential to show the progression in learning
- ICT, visuals, artefacts and auditory input are all used creatively as a way to enhance learning.

All pupils receive regular and clear feedback which enhances learning.

- Assessment is embedded in everyday practice and is used to inform teaching and learning.
- All pupils are clear about how they need to improve.
- Marking is linked to the learning objective/success criteria
- Pupils are given regular time to address issues raised in marking.

Learning is enhanced through the use of ICT.

- ICT is used to enhance learning wherever possible.
- ICT is used at different stages of lessons to engage children and as an aid to learning.
- The use of ICT is encouraged in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a teaching and learning tool.
- Remote learning is used when necessary eg. if the school has to be closed and pupils work at home or if pupils have to self-isolate and are not unwell. (work is not set for pupils who are unwell at home)
- Online safety is taught and reinforced continuously.

Learning is enhanced through consistent classroom management and high expectations of learning behaviour.

- Clear management signals are designed to minimise the time spent on behaviour management and maximise the time spent on learning.
- All classes have their own rules and management signals to control and encourage positive learning behaviour.

Learning is enhanced through the effective use of Teaching Assistants.

- Teaching Assistants are clearly directed to support learning.
- Teaching assistants are fully engaged with pupils at all stages of lessons.
- They are clear about who they are supporting and why.
- Planning is shared by class teachers in advance with teaching assistants.

- They sit with the pupil/pupils they are working with and ask prompting/open-ended questions which help to scaffold and extend their learning.
- They are involved in assessing pupil's understanding and should record or feedback to the teacher any observations made.
- They mark the books of the children they have worked with.

Part 2

School Environments

Classroom environments

The surroundings in which children learn can greatly influence their academic performance and well-being in school. The better the school looks, the more it inspires the people inside it. A well cared for classroom can make pupils feel that what they achieve and, how they themselves are perceived, is important. Across our school we aim to ensure that all classrooms, group learning areas and whole school areas are spaces that everyone can use to learn and be proud of.

When you come into our classrooms you will see -

- Children and staff purposefully engaged in enjoyable learning activities.
- Smiling faces and happy children.
- An organised and tidy learning environment.
- Appropriately stored and clearly labelled resources that allow children to develop independence in resourcing their own learning.
- Current displays that reflect the diversity of ability of the individual classes.
- Displays that stimulate and support learning.
- Evidence of rewards gained by our pupils.
- Our Golden Rules clearly displayed.
- Systems to support pupil wellbeing e.g. Worry Box , who they can talk to etc.

Whole School environment

Whole school displays give out a very strong message to our school community. They are a celebration of the children's participation in school life. These highly visible displays are planned carefully and thought is given about how to display children's work in the most creative way possible.

When you come into our school you will see

- An environment that is conducive to learning.
- Children and staff working together in a way that shows that they care about their school and each other.

- A welcoming entrance hall displaying a variety of aspects of school life
- A place that considers itself to be an important part of the local community with evidence of community links and community information.
- A place which displays its global and environmental awareness.
- School grounds which are interesting and enjoyable, providing an outdoor learning environment which complements the school buildings.
- A variety of learning styles in use including whole class teaching /talk partners / small group work / listening / discussion / Individual focused activities / Teamwork
- A mixture of visual, kinaesthetic and auditory input and activity.

Part 3

Children's work and Progress

Work in pupil's books -

- Is dated
- Is well presented
- Cursive handwriting – developed from the early stages of writing.
- Has the learning objective identified for each lesson.
- Includes details of success criteria that pupils have reflected upon.
- Reflects what has been taught on the weekly plan.
- Pencil is used for all maths work
- Includes pen for writing when children have appropriate handwriting skills up to Year 4. All children use pens from Year 5 onwards.
- All maths calculations/ working out and English draft work in books.
- Good use of vocabulary , spelling , punctuation and grammar skills across all subjects .

Marking and feedback

Across our school, we think of marking in terms of feedback about a child's work. This feedback may take a number of forms oral, written, formal and informal, and may be given on a group basis, as well as an individual one. The nature of marking influences and encourages the child and gives her/him the confidence to take another learning step. (In line with the Marking and Feedback policy on the school website).

National Standardised Tests and Assessments

EYFS – Baseline assessment – September/October (term 1)

Year One- Phonics screening check. Administered in June.

Year Two- SATs Assessments including Reading, GPS (Grammar, Punctuation and Spelling) and Mathematics. Administered in the month of May.

Year Six- SATs Assessments including Reading, GPS (Grammar, Punctuation and Spelling) Mathematics and Science Sampling, if instructed. Administered in SATs week in May.

Pupil progress and provision mapping

Full Pupil Progress Interviews (PPI's) are held 3 times a year with Gvornor attendees, after each round of summative assessments and moderation. Children at risk of not meeting year group expectations are identified and provision is adapted accordingly to address gaps and misconceptions. Progress is also a huge area of focus; any pupil not making good progress in relation to their previous year or key stage is discussed and appropriate provision is put into place. The SENCo and Inclusion manager attend all PPI's with the CT and TA to adapt and revise the provision map for the following term. In term six, a transition meeting is held with the previous and new CT and TA, as well as the SENCo/Inclusion manager, to ensure that every child is discussed in detail and appropriate assessment data is passed on. Reporting to Parents and Parent Consultations Parents will receive a mid-term interim report once a year (March) as well as an end of year report. Consultations occur twice per year. The reports and consultations are descriptive and give specific areas of success and development. When appropriate, resources will be shared with parents to further support their child at home with their specific areas of need. Assessment judgments will only be shared at the end of the year, once the whole curriculum has been taught.

Early Years Foundation Stage

Early Years Foundation Stage Profile begins with a baseline assessment of each child in the first 6 weeks of starting school. This is followed by ongoing assessments of children's skills and abilities, conducted using Development Matters and the Early Learning Goals.

The profile has the following main purposes:

- To inform the teacher of the child's personal, social and academic capabilities in order that best provision can be made for the development needs of each child,
- To facilitate dialogue between teachers and parents on all aspects of the child's development. This is the beginning of a developing partnership.
- To provide assessment information, and a written report for parents, at the end of the EYFS that can be used to inform planning and provision in Year 1.
- To inform future teaching /assessments in Year 1 where children have not met the Early Learning Goals at the end of the Reception year.

Assessments to inform the EYFS Profile are the responsibility of the Year R teacher, but all practitioners working in the EYFS contribute to judgements and the maintenance of records throughout the Reception year. Assessments are made by observations of children during child initiated and adult directed tasks. The profile is

routinely shared with parents during parents' consultations and open classroom sessions.. A written report is generated at the end of the academic year.

Part 4

The Curriculum

Curriculum Intent Statement

Our school motto 'Learning to Live, Living to Learn' is very much at the core of our curriculum. We aim to provide a curriculum that equips pupils with life skills for the future at all levels.

Our curriculum is designed to:

- recognise children's prior learning
- provide first hand learning experiences
- promote creativity
- make connections between subjects and real life
- Promote safe, equal, caring and enjoyable relationships and discussing real-life situations appropriate to the age and stage of pupils.
- encourage the children to develop interpersonal skills
- build resilience and become creative, critical thinkers.
- understand their own strengths and areas for development and know how to face challenges
- promote responsibility for learning and future success.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values. This involves developing learning attitudes and resilience – acquiring an understanding that we learn from occasional mistakes made. Teaching the skills of interacting with others, questioning, reasoning and explaining help to create a positive attitude to learning.

Implementation

Our curriculum incorporates the statutory requirements of the National Curriculum and other experiences and opportunities, which best meet the learning and developmental needs of the children in our school. We aim for the curriculum to provide children with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills.

Core subjects

Mathematics is an interconnected subject in which pupils are able to move fluently between representations of mathematical ideas. The programmes of study are

organised into distinct domains, but pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They apply their mathematical knowledge to science and other subjects. The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress are always based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly are challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material consolidate their understanding through additional practice, before moving on.

English

Our English curriculum is derived around the use of high quality age-appropriate texts. We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary. We want pupils to develop a love of reading during their time at Stocks Green and be exposed to a range of classic and contemporary literature. The use of the school library and class shared texts are pivotal to this. We use each text to create opportunities to develop reading, fluency and comprehension with a focus on key reading strategies and skills – linked directly to phonics teaching. We develop grammar and punctuation knowledge and understanding - using and applying these skills across the wider curriculum.

We explore the writing structure and features of different genres, identifying the purpose and intended audience. Pupils plan and write a piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

As part of a regular series of events, we host Able Writers and Able Maths sessions. Other schools join us for the day where authors /Mathematicians come and lead specialist lessons.

Science is taught in planned and arranged topic blocks by the class teacher, to have a project-based approach. This is a strategy to enable the achievement of a greater depth of knowledge.

Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are encouraged to ask their own questions and be given opportunities to use their scientific skills and research to discover the answers. This curiosity is celebrated within the classroom. Planning involves teachers creating engaging lessons, often involving high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge and skills, and assess children regularly to identify those children with gaps in learning, so that all children keep up.

We build upon the learning and skill development of the previous years. As the children's scientific knowledge and understanding increases, and they become

more proficient in selecting, using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.

Relationships and Sex Education (RSE) is taught across the whole school (as part of our Science/PSHE curriculum) with a positive, respectful view of relationships, gender and human anatomy. It is taught with medically accurate language and information, so that pupils can learn about people and relationships, their bodies, reproduction and health in ways that are **appropriate to their age and maturity**.

Sports/PE

At Stocks Green, we recognise the contribution of Sport /PE to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of all our children.

We run a variety of clubs throughout the year, covering a wide range of sports to cater for all children in our school. In the summer the whole school takes part in a Sports Day, which gives the opportunity for children to experience a wide range of fun skill based activities.

At the end of each short term, we run an Intra- School sports event, for all the children to showcase their learning and compete in their house teams at their different levels.

We also take part in numerous local festivals and Inter- School competitions such as: netball, football, cheerleading, dance and athletics. As well as these, we are constantly searching for new sporting activities to engage and stimulate the children.

Our Primary School Sport's Funding will enable us to continue and extend our provision through employing additional sports professionals, continue to enter into competitive sports competitions and training our staff to deliver in-house quality PE sessions.

IT/Computing

Computing skills are embedded in fun and interesting ways. Children apply I.T skills in creative ways to inform learning across the whole curriculum; this engagement in creative aspects of their curriculum helps *all children* to make progress. Ensuring that *all children* at Stocks Green become Digitally Literate and safe is a key focus of the curriculum. Children understand how Technology has an impact on the real world and how to stay safe online. Regular Online Safety lessons alongside an Online Safety Policy helps pupils and parents understand both possible online dangers and a range of appropriate and necessary safety measures to action.

Foundation Subjects

History : Our history curriculum is designed to develop a sense of the past in order to understand their identity and the world around them. We aim for our history curriculum to inspire curiosity and develop an appreciation of world culture.

Geography : Through studying geography we aim for our pupils to gain an understanding of the physical aspects of the planet and the different environments and habitats of the world. We relate this to the past, present and future.

Modern Foreign languages (MFL): At Stocks Green School, we believe that learning a language has a positive impact on a child's learning. It increases their cultural awareness and understanding, improves their speaking and listening skills and reinforces grammatical terminology. French is taught across the school.

Art / DT

A blocked approach is implemented for practical subjects such as art and DT, where it is better to focus for whole days with the practical tools and materials readily available in a 'studio' type classroom environment. This approach fosters each child's curiosity and interest throughout each topic and also enabling the achievement of depth in knowledge and skills. Teachers explore the links and skills from other subjects that are relevant with the pupils, thus developing meaningful links and life skills. Opportunities for child voice are planned at the beginning of each new topic and this is used to inform the learning for each topic to ensure relevance.

Our feedback policy promotes the opportunity for children to reflect on their learning and think deeply about their work and its successes and improvement areas.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and most make very good progress in most subjects and areas of learning.

Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth. Less able pupils are actively encouraged and given targeted support to embed skills and develop at their own pace, or simply to learn in a style that best suits their individual needs.

Music and performance is valued in the school and the school deploys specialist independent music teachers for pupils to have individual lessons if parents wish them to do so. We also work closely with Kent Music School to provide music lessons. In Year 3, all pupils are taught to play recorders and read music linked to this. The ukulele is taught to all pupils in Year 5. By providing these lessons, pupils are given the experience in playing different instruments thus enabling them to choose to play an instrument of their choice in life.

The school has an active choir, taking part in performances and competitions in the area. We hold an annual music evening for parents and friends of the school to attend and hear the choir and pupils play their instruments individually or on groups.

A varied timetable for extra-curricular activities is offered by the school, with clubs that support the curriculum, as well as those which develop specialist skills in

different sports, whilst also extending the range of children's experiences. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

Subject leaders play an important part in the success of the curriculum by leading a regular programme of monitoring, evaluation and review and the celebration of good practice contributes to the ongoing commitment to evolve and improve further. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding, so they can support curriculum development and their colleagues throughout the school.

Impact

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes.

We deliver lessons where pupils feel safe and participation is encouraged by using a variety of teaching approaches – this develops critical thinking and relationship skills. Through giving pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) we shape their attitudes to relationships and nurture respect for different points of view.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their confidence, independence and motivation as learners and their sense of responsibility as future citizens is embedded at the heart of all our teaching and learning.

Part 5

Planning

Long Term Planning

This indicates the broad curricular areas and progression in subjects covered during the year. Teachers, in consultation with subject leaders, plan which areas they will cover in each term. Subjects/areas of learning are linked where appropriate .

Teachers weekly planning

The purpose of weekly plans/schemes of work is to show the progression in skills across a unit of work and provide the detail which allows teachers to plan work at individual, group or class level in order to progress pupils' learning. These plans are developed and then adapted using assessment information in order to effectively differentiate teaching for children of different abilities and needs.

Each teacher completes

Adapted weekly English and Maths plans from schemes of work - which are annotated with any amendments, comments on effectiveness and any pupils who need further support. Planning is stored on the school online system and is used with pupil's work to monitor standards in teaching and learning by the leadership team / KCC School Improvement Advisor .

Foundation subject plans

Science comes from the Kent recommended schemes which are annotated/adapted to cater for the learning needs of the class.

Schemes of work which follow the recommended curriculum format are also followed for other foundation subjects, and adapted in the same way.

RE follows the Plan Bee Scheme, is adapted appropriately and supported through assemblies and visits to places of worship across the year.

PSHE /RSE follow Coram Scarf plans.

EYFS has its own weekly planning format for the areas of learning.

SMSC - Spiritual, Moral, Social and Cultural development

At Stocks Green Primary School, the teaching of SMSC is part of our school ethos, 'Learning to live, Living to learn', and is taught across the curriculum and throughout the school day.

Spiritual development: children explore beliefs and experience; respect faiths, feelings and values; enjoy developing their understanding of themselves, others and the surrounding world; use imagination and creativity; reflect.

Moral development: children learn to recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social development: children investigate moral issues; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British Values' of democracy, the rule of law, liberty, respect and tolerance.

Cultural development: children learn to appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.

British Values

The fundamental British values are:

- Democracy.
- The rule of law.
- Individual liberty.
- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

At Stocks Green Primary School, we teach these values across the whole curriculum, during assemblies and throughout the school day. We believe that modelling these values is key; tolerance and respect permeate our school culture.

We aim to enable and encourage our children to :

- Develop their self-knowledge, self-esteem and self-confidence
- Distinguish right from wrong and to respect the civil and criminal law of England
- Accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
- Acquire a broad general knowledge of and respect for public institutions and services in England.
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.
- Respect other people of all ages and backgrounds.

- Demonstrate respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
 - Examples of ways in which we demonstrate our British Values
 - Pupils elect their own School Councillors/house captains etc
 - Pupils help to create and agree to abide by school and class rules.
 - Teach children about democracy in action for e.g. visits to Houses of Parliament and visits from the Magistrates service.
 - Build respect for different faiths for e.g. visits to the local Church and other places of worship.
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**Policy Approved by the Full Governing Body on –
17th November 2021**

Signed by

Rob Chewter

Chair of Governors

